

**University of Florida**  
**College of Health and Health Professions**  
**PHC 6700: Social & Behavioral Research Methods (3 credits)**  
**Summer 2023**

Delivery Format: Online, Asynchronous

Course Website: UFL E-Learning

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**Instructor:**

Sarah L. Collins, MPH

PhD Candidate – Public Health, Social & Behavioral Sciences

College of Public Health & Health Professions

**Email Address:** [sarahcollins@ufl.edu](mailto:sarahcollins@ufl.edu)

**Office Hours:** By appointment

**Preferred Course Communications** (e.g., email, office phone): Outlook email. Please use the email listed above and not the Canvas message function for more immediate response.

**Email Policy:** Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm Friday will be answered on the following Monday.

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course is designed to provide an overview of research design, methods, and ethics for students in public health, with an emphasis on approaches used in the social and behavioral sciences. This course will use a variety of instructional methods to achieve these aims, including readings, discussions, projects, and hands-on research experiences.

### **Relation to Program Outcomes**

The overarching aims for this course are to provide students with: 1) an overview of the types of research methods available; 2) the opportunity to design, conduct, and evaluate research projects; and 3) understanding of key ethical and cultural considerations related to the conduct of research.

### **Course Objectives and/or Goals**

It is expected that, by the end of this course, PHC6700 students will be able to:

1. Advocate for the significance and need for social and behavioral research in the health sciences;
2. Critically evaluate public health social and behavioral science research;
3. Distinguish key ethical issues associated with specific types of research;
4. Compose research questions and hypotheses on a topic of inquiry;
5. Compare and contrast the key features of observational, qualitative, correlational, quasi-experimental, and experimental research designs;
6. Integrate basic quantitative and qualitative methods into the design of research in order to align with specific research questions;

7. Develop a research proposal that describes a researchable problem, the purpose of the study, the academic context of the study, sampling strategies, methodology, proposed analyses, and implications of potential findings;
8. Compare and contrast different data analytical approaches;
9. Communicate research designs in written and oral formats; and
10. Critique the research design, process, and analysis of their own work and the research of others.

### **Diversity Statement**

It is my commitment to build and foster an academic and educational learning environment that allows each student to achieve their highest potential without fear of bias, prejudice or discrimination. I celebrate the values of human diversity whether expressed through, but not limited to, race, color, ethnicity, culture, religion, ancestry, political affiliation, social views, spiritual beliefs, language, gender, gender expression, sexual orientations, learning and physical abilities, age, and social or economic classes. I pledge to co-constructing and co-sustaining an inclusive learning environment that empowers students to engage in safe and brave conversations regarding diversity, social justice, lived experiences, and critical action to achieve health equity for all populations. In having these conversations, I ultimately aim to prioritize, empower, and amplify the voices of the diverse student body that I have the privilege of educating, but also the community members and partners we engage with. I centralize this within my teaching practices by focusing on exploratory, open, and recursive learning practices, which allow for critical reflection, perspective-taking, and dialogic engagement among peers and between myself and my students.

### **Teaching Philosophy**

I believe learners are open systems that engage in learning in an ongoing and recursive manner, and that students should be encouraged to explore beyond didactic instruction and aim to experience relevant concepts. Ultimately, it is my responsibility as an educator to provide methodically and carefully designed learning tools to facilitate the student's ability to engage in such exploratory, open, and recursive learning practices. I utilize student-centric and empowerment ideologies at the center of my teaching practices, therefore, I aim to challenge power dynamics, foster an open and inclusive learning community, and offer opportunities for dialogic engagement among peers and between the teacher and students. Within a graduate school context, I have the expectation that those enrolled in this course are dedicated to their learning and committed to becoming the most well-trained future public health professional they can be.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws

against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or

concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:

[www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

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## DESCRIPTION OF COURSE CONTENT

### **Required Texts:**

1. Salazar, L. F., Crosby, R. A., & DiClemente, R. J. (2015). *Research Methods in Health Promotion* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-40906-0 [RM]
2. American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1433832178 [APA]

### **Additional Required Readings:**

Posted within each module on the course website.

### **Course Materials and Technology**

This course will be delivered via Canvas. As such, class announcements will be sent via the announcements tool in Canvas. Depending on your Canvas notification settings, you may or may not be notified via email; you are responsible for all information in these announcements, whether or not you see them in your email.

### **Instructional Methods:**

This course is offered online, via Canvas. Each week, the course will have one or more learning "modules." Each module is made up of the following:

1. Assigned readings (textbook chapters and/or articles posted to eLearning)
2. Lectures/videos (posted to eLearning)
3. Activities

I ask that you complete each of the components of each module in the order listed above. The textbook readings make up the core foundation of this course, and supplemental articles, lectures, and videos are provided to supplement the course textbooks by offering applied examples, clarification of difficult concepts, and extensions of textbook material. Thus, I assume that you have completed the assigned readings when watching the videos; if you have not done so, the video content may be confusing.

### **Announcements**

Class announcements will be sent via the announcements tool in Canvas. Depending on your Canvas notification settings, you may or may not be notified via email; ***you are responsible for***

***all information in these announcements*** whether or not you see them in your email. ***Please update your settings so that you are notified of announcements.***

For **technical support for the course Canvas site, activities, and assessments**, please contact the online course coordinator:

Lior Flum, Instructional Designer  
 Room Number: HPNP 4135  
 Phone: (352) 273-6760  
 Email: [lflum@php.ufl.edu](mailto:lflum@php.ufl.edu)  
 Office Hours: Monday – Friday, 9:00 AM to 5:00 PM EST

For other technical difficulties, please contact Academic Technology:

Email: [learning-support@ufl.edu](mailto:learning-support@ufl.edu)  
 Phone: (352) 392-HELP – select option 2  
 Web: <https://lss.at.ufl.edu/help.shtml>

### **Additional Academic Resources**

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. As we do not meet weekly, it is the sole responsibility of the student in online courses to keep up with course requirements. Modules are scheduled to open up on Mondays at 12AM and conclude the following Sunday at 11:59pm.

To unlock course content, you must take a quiz on the syllabus and course procedures which can be found under the “Start Here” link in eLearning. While you receive no formal grade for this quiz, you must pass the quiz with 100% correct answers in order to unlock the course materials. After this, you will be able to access the course modules during their assigned week. Weeks “officially” start/open up at 12 AM on each Monday.

***Please note: Because this is a Summer C course (12 weeks instead of 16 weeks), this course will run quicker than a course in the Fall and Spring. You are expected to keep up with this pace.***

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## **ACADEMIC REQUIREMENTS AND GRADING**

## **Assignments:**

### **Syllabus Quiz (ungraded)**

In order to open course content, you must successfully pass a syllabus quiz in Canvas. NOTE: While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing this quiz.

### **Weekly Activities – 23% of Final Grade**

There may be one or more activities associated with each module. Completion of these activities will contribute to 23% of the final grade. **Activities are due throughout the semester; due dates for each individual assignment are available via Canvas.**

### **Exams – 25% of Final Grade (Two exams each representing 12.5% of Final Grade)**

There will be two exams in this course. Exam will consist of multiple-choice questions covering content addressed in the readings (textbook readings and additional assigned readings posted on Canvas), videos, and activities. Exam 1 will cover content discussed in Weeks 1-5 and Exam 2 will cover content discussed in Weeks 8-11 (while Exam 2 is not comprehensive, if a topic was discussed in an early week of the class and again after Week 7 it may be included in Exam 2). Both exams will be completed via the **Honorlock** proctoring service. Please see Canvas for instructions on how to install the Honorlock browser extension. You will have the option to complete a practice quiz with Honorlock **prior to Exam 1** to make sure that your computer is set up correctly. The exams will be **closed book**, and you are not allowed to access outside materials when taking the exam; however, you will be permitted one (1) single 8x11 page of handwritten notes (you may only write on one side of the sheet of paper; the other side should be blank and can be used as scratch paper during the exam). Prior to the start of each exam, you will be asked to pan your webcam around your room/desk and to show this piece of paper (front and back) to the proctor. **Exam 1 will be completed during Week 6; it will open at 12 AM EDT on Monday, June 19th and will close at 11:59 PM EDT on Sunday, June 25th. Exam 2 will be completed during Week 13; it will open at 12 AM EDT on Friday, August 4th and close at 11:59 PM EDT on Friday, August 11th.**

### **Research Evaluation Presentation – 12% of Final Grade**

You will evaluate a published research article by developing a narrated PowerPoint or video recording that includes the following components:

**Introduction:** A section describing the research problem and evaluating the construct definitions used in the study

**Research Question/Methods Alignment:** A section describing the study's research question(s) and your evaluation of whether the study research methods/design aligned with these questions

**Sampling:** A section describing the sampling methods used, and how they align with the research design/question.

**Results:** A section describing the study results, and whether the results were described/interpreted adequately.

**Discussion:** A section discussing the strengths and limitations of the study, including an evaluation of the implications suggested by the authors.



Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
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NOTE: Percentages are **not** rounded up at the end of the semester, and grades are not curved.

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Policy Related to Make up Exams or Other Work

For **assignments (NOT EXAMS)**, late submissions are not encouraged. Late submissions will be accepted for up to 3 days, but with the following penalty schedule:

With regard to missing or incomplete assignments (NOT EXAMS), the following policies apply:

- The instructor will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to e-learning on time.
- It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE. You should email your instructor and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.
- If your assignment is late, you will lose 25% each day. Thus, if an assignment is worth 12 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

Item	Late category	Penalty
1	1 minute to 24 hours late	25% of maximum deducted from achieved grade
2	1 day + 1 minute late to 48 hours late	50% of maximum deducted from achieved grade
3	2 days + 1 minute late to 72 hours late	75% of maximum deducted from achieved grade
4	3 days + 1 minute late to 96 hours late	100% of maximum deducted from achieved grade

NOTE: **UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE**, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded assignments and double- or triple-check that you have uploaded the right one).

- There will be no exceptions to this policy.
- If you have uploaded the wrong document, and e-learning does not allow you to correct this, you should IMMEDIATELY send the correct document to the instructor via email.
- If you cannot upload a document due to technical problems (e.g., if e-learning is down), you may e-mail your assignment to the instructor. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to e-learning as well, once the technical issue is resolved.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Make-up exams will be provided only in cases of excused absences or conflict during final exams per university policy and MUST be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam. University policies states acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e., extracurricular activities, official University activities, and religious holidays), prior notification of absence is required if the student plans to be given an extension on assignments. For more information regarding university policy on excused absences, please go to:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

### **Communication Guidelines**

Please post questions related to the course material on the course discussion board (see board entitled "Seek Clarification on Syllabus, Curriculum, or Instruction") so that all students may benefit from the answers provided.

For other matters, please email the instructor directly (email address above) rather than using the messaging tool in Canvas. For digital communication, please see the following Netiquette

Guidelines: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Policy Related to Plagiarism**

Plagiarism, as defined in the UF Student Honor Code (<https://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>), will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. The APA publication manual (assigned textbook)



provides guidelines on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)).

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Policy Related to Extra Credit**

Occasionally, there may be opportunities to complete additional assignments or answer additional questions for bonus points. These extra credit items will be optional.

For student evaluations of teaching, all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

### **Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>



Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **UF Gender Equity**

The UF Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy. "Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to

the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality.” For further information, including how to make a report, click here. Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

- *Office of Victim Services*: 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)
- *Alachua County Victim Services & Rape Crisis Center* 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7
- *Peaceful Paths Domestic Abuse Network* 352-377-8255 (24 hour helpline)

## COURSE OUTLINE

### Weekly Course Schedule

A “week” in this course is defined as 12:00 AM on a Monday through 11:59 PM on the following Sunday. Assignments included as a part of a module are typically due by the end of the course “week” (i.e., 11:59 PM on the following Sunday) unless otherwise noted.

### Topical Outline/Course Schedule

Module	Date(s)	Topic(s)	Readings	Assignment(s) Due
1	May 15 – 21	Course Introduction, Principles of Scientific Inquiry, Engaging with Research Literature	<ul style="list-style-type: none"> <li>• RM Chap 1 &amp; 2</li> <li>• APA Chap 1 (pg 3-10)</li> <li>• Raff (2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Yourself</li> <li>• Research Topic</li> </ul>
2	May 22 – 28	Research Question & Hypothesis Development, Ethics	<ul style="list-style-type: none"> <li>• RM Chap 1, 2 &amp; 3</li> <li>• APA Chap 1 (pg 3-10)</li> <li>• Resnick &amp; Belluz (2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated Bibliography</li> <li>• Ethics Activity</li> </ul>
3	May 29(Holiday) – June 4	Observational Research Designs & Experimental Designs	<ul style="list-style-type: none"> <li>• RM Chap 4-5 &amp; 9-10</li> </ul>	<ul style="list-style-type: none"> <li>• Experimental &amp; Observational Design Activity (DUE Tuesday, May 30th)</li> </ul>
4	June 5 – 11	Qualitative Methods & Data Collection	<ul style="list-style-type: none"> <li>• RM Chap 8</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative Methods Activity</li> </ul>

			<ul style="list-style-type: none"> <li>• APA Chap 1 (pg 11-26); Chap 3, 4, 6 (through pg 177), &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>• Research Questions</li> </ul>
<b>5</b>	June 12 – 18	Sampling	<ul style="list-style-type: none"> <li>• RM Chap 6</li> <li>• Heen et al., 2014</li> <li>• Ledford, 2020</li> <li>• Okazaki &amp; Sue, 1995</li> </ul>	<ul style="list-style-type: none"> <li>• Sampling Activity</li> <li>• Research Proposal Part 1 due (Introduction/Lit Review &amp; Current Study)</li> </ul>
<b>6</b>	June 19 – 25	<b>EXAM 1</b>		
<b>7</b>	June 26 – July 2	SUMMER BREAK – ENJOY!		
<b>8</b>	July 3 – 9	Measurement, Survey Research	<ul style="list-style-type: none"> <li>• RM Chap 7 &amp; 13</li> <li>• Burton et al., 2010</li> <li>• Nadal, 2011</li> <li>• Measurement in SBS Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement Activity</li> <li>• Complete Peer Reviews</li> </ul>
<b>9</b>	July 10 – 16	Scientific Communication	<ul style="list-style-type: none"> <li>• Thapa et al., 2020;</li> <li>• Brownell et al., 2013</li> <li>• Ross-Hullauer et al., 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Research Evaluation Presentation (Original Post DUE Thursday, July 13th)</li> </ul>
<b>10</b>	July 17 – 23	Quantitative Data Analyses	<ul style="list-style-type: none"> <li>• RM Chap 14</li> <li>• APA Chap 6 (pg 178 - end) &amp; 7</li> </ul>	<ul style="list-style-type: none"> <li>• Quantitative Data Analysis Activity</li> <li>• Research Proposal Part 2 due (Methods)</li> </ul>
<b>11</b>	July 24 – 30	Qualitative Data Analyses	<ul style="list-style-type: none"> <li>• RM Chap 16</li> <li>• TBD Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative Data Analysis Activity</li> </ul>
<b>12</b>	July 31 – August 6	STUDY FOR EXAM 2 AND WORK ON FINAL RESEARCH PROPOSAL		<ul style="list-style-type: none"> <li>• Final Research Proposal Due</li> </ul>
<b>13</b>	August 7 – 11	<b>EXAM 2</b> <b>(NOTE: DIFFERENT DUE DAY– FRIDAY RATHER THAN SUNDAY)</b>		

**Caveat:** The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class and via Canvas, and students are personally responsible for obtaining updated information regarding these changes.